



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2353 S. otondo Drive, Yuma, AZ 85365

Yuma Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing Plus
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Harriet E. Williams
Schedule : 08:00 AM to 04:00 PM
Grades : 6-8
Web Address :
Phone Number : (928) 341-1600
Fax Number : (928) 341-1700
E-mail : hwilliams@yumaed.org

Mission

Castle Dome Middle School is committed to literacy for all students. Castle Dome Middle School believes that: Education is a family and community responsibility. Through collaboration, we can maximize the student's potential.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Not Met

School Improvement Status (b)

2005-06 Warning Year
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Increase students' Terra Nova tests scores with all students scoring at or above the 50th percentile in reading and language arts.
- ü Increase student test scores on a District Criterion Assessment with all students showing a year's growth or more.

Enrollment

October 1, 2005 School Year Student Enrollment : 873
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 2

Instructional Programs

- ü Embrace the Middle School Philosophy
- ü Students and Teachers are Teamed
- ü Focus on Reading, Writing, & Math Skills
- ü Exploratory Classes Compliment Academics

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 33 minutes
First Day of School :	9/6/2005
Last Day of School :	6/15/2006

Shared Responsibilities

School

Castle Dome Middle School believes that students, parents and the school are a partnership. We believe this partnership will provide the quality of educational opportunities our students deserve.

Parents

Parents are asked to have students on time and attend regularly; support the school in its efforts to maintain proper discipline; establish a time for homework and review it regularly; encourage students efforts to achieve.

Transportation Policy

Transportation is provided for students living more than one mile from the campus. Students are responsible for proper conduct on the bus to and from school.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Academic Pentathalon and Odyssey of the mind awards	2006
ü Science Fair Projects Awards Yuma County	2006
ü Pecan Grove Garden Club Poetry Contest	2006
ü Concert Band Awards in Festivals	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	257	1192	79327	99	97	98	498	494	518	20	26	19	29	28	20	47	41	46	4	5	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	129	593	38961	98	99	98	497	494	520	18	25	16	36	31	20	43	39	48	4	5	16
Male	128	599	40295	99	94	97	499	495	516	23	27	21	22	25	19	51	43	44	5	6	16
African American	11	31	4247	100	97	98	503	502	499	18	26	27	36	26	24	45	39	41	NA	10	8
Hispanic	148	804	32327	99	97	98	490	486	499	25	30	27	34	32	25	39	35	41	3	3	8
Asian/Pacific Islander	NC	13	1939	NC	93	99	NC	538	556	NC	8	6	NC	15	10	NC	62	47	NC	15	36
American Indian/Alaskan Native	NC	21	4391	NC	100	96	NC	492	489	NC	29	32	NC	19	27	NC	52	36	NC	NA	4
White	91	323	36373	98	96	98	509	512	538	14	16	10	20	18	14	58	54	52	8	11	25
Students with Disabilities	16	107	9321	94	75	87	466	458	467	50	59	54	31	21	22	13	20	21	6	1	3
Students without Disabilities	241	1085	70006	99	99	100	500	498	524	18	23	14	29	28	19	49	43	49	4	6	18
Limited English Proficient Students	31	249	9431	94	95	95	459	461	466	65	55	53	23	29	27	10	15	18	3	1	1
Migrant Students	27	113	635	93	96	94	478	477	488	37	42	31	33	29	29	30	27	36	NA	2	4
Economically Disadvantaged	127	788	37097	98	96	97	487	485	498	28	32	27	35	30	25	35	35	41	2	3	7
Non-Economically Disadvantaged	130	404	42230	100	99	99	510	513	535	13	15	11	22	23	15	58	53	50	6	10	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	257	1207	79501	99	98	98	493	486	497	10	12	10	26	32	25	62	54	60	2	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	129	595	39062	98	99	99	497	489	502	7	9	8	26	33	23	64	55	64	3	3	5
Male	128	612	40368	99	97	98	488	483	491	13	14	13	26	32	27	61	53	57	1	2	3
African American	11	31	4279	100	97	99	498	493	485	NA	6	14	36	39	30	64	52	54	NA	3	2
Hispanic	148	814	32389	99	98	98	482	476	478	11	14	16	35	39	34	53	46	48	1	1	1
Asian/Pacific Islander	NC	13	1936	NC	93	99	NC	523	519	NC	8	3	NC	15	14	NC	77	73	NC	NA	9
American Indian/Alaskan Native	NC	21	4401	NC	100	96	NC	493	473	NC	NA	17	NC	38	40	NC	62	43	NC	NA	1
White	91	328	36446	98	98	99	507	510	516	10	6	4	11	16	15	75	72	73	4	6	7
Students with Disabilities	16	121	9411	94	85	88	457	452	453	31	35	36	38	36	36	31	29	26	NA	1	1
Students without Disabilities	241	1086	70090	99	100	100	495	490	502	8	9	7	25	32	24	64	57	65	2	3	5
Limited English Proficient Students	31	253	9401	94	97	94	437	446	443	39	32	40	58	55	46	3	13	14	NA	NA	0
Migrant Students	27	115	642	93	97	95	463	460	465	19	26	24	52	44	41	30	30	35	NA	NA	0
Economically Disadvantaged	127	800	37183	98	97	97	477	474	479	16	16	16	37	39	34	47	45	49	NA	1	1
Non-Economically Disadvantaged	130	407	42318	100	100	99	508	509	513	4	4	5	15	18	17	77	72	70	4	6	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	258	1216	80000	99	99	99	565	561	564	3	3	3	5	8	11	86	82	75	6	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	129	598	39288	98	100	99	579	575	579	2	2	2	5	6	6	85	82	77	9	10	16
Male	129	618	40644	100	97	98	551	549	549	5	5	4	5	11	15	86	81	74	3	3	7
African American	11	31	4307	100	97	99	548	562	551	9	3	4	NA	3	13	82	84	75	9	10	7
Hispanic	148	820	32672	99	99	99	560	555	548	4	4	4	3	9	14	88	83	76	5	4	6
Asian/Pacific Islander	NC	14	1945	NC	100	99	NC	594	592	NC	7	1	NC	NA	4	NC	71	69	NC	21	25
American Indian/Alaskan Native	NC	21	4424	NC	100	97	NC	583	549	NC	NA	3	NC	5	14	NC	90	77	NC	5	5
White	92	330	36602	99	99	99	573	575	579	2	2	2	9	7	7	82	79	75	8	11	16
Students with Disabilities	17	126	9919	100	88	93	519	498	505	6	11	9	24	29	35	71	60	54	NA	NA	2
Students without Disabilities	241	1090	70081	99	100	100	568	568	571	3	3	2	4	6	7	87	84	79	6	7	12
Limited English Proficient Students	31	257	9571	94	98	96	505	519	502	16	10	10	10	18	29	74	72	60	NA	1	1
Migrant Students	27	115	654	93	97	97	541	528	534	11	10	7	NA	16	16	78	70	74	11	4	3
Economically Disadvantaged	127	805	37534	98	98	98	556	554	547	6	4	4	6	10	15	83	82	76	6	4	5
Non-Economically Disadvantaged	131	411	42466	100	100	100	574	576	578	2	2	2	5	5	7	88	82	75	6	11	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	233	1184	78546	98	97	97	538	525	543	18	21	15	19	24	18	48	48	52	15	6	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	110	583	38645	100	97	98	535	527	545	15	18	13	22	24	18	51	53	54	12	5	15
Male	123	599	39792	97	95	97	541	522	542	20	24	17	17	25	17	46	44	50	17	7	15
African American	NC	38	4205	NC	90	97	NC	520	524	NC	21	22	NC	26	22	NC	53	49	NC	NA	7
Hispanic	121	775	31177	99	97	97	517	514	524	28	26	22	25	28	23	40	42	48	7	3	7
Asian/Pacific Islander	NC	12	1940	NC	86	99	NC	571	580	NC	NA	5	NC	17	9	NC	67	53	NC	17	33
American Indian/Alaskan Native	NC	12	4689	NC	100	95	NC	522	515	NC	42	28	NC	17	25	NC	25	43	NC	17	4
White	98	347	36450	98	96	97	562	547	563	5	9	7	12	16	12	60	62	57	22	13	23
Students with Disabilities	25	119	8093	96	81	82	483	480	489	52	59	50	20	21	24	28	20	23	NA	NA	2
Students without Disabilities	208	1065	70453	99	99	100	545	530	549	13	17	11	19	25	17	51	51	56	16	7	16
Limited English Proficient Students	43	274	9323	98	95	94	490	489	491	42	48	47	42	32	28	16	19	24	NA	1	1
Migrant Students	32	136	674	97	96	95	508	503	515	34	36	28	25	32	27	34	30	40	6	2	5
Economically Disadvantaged	103	744	34694	98	97	96	524	514	524	24	27	23	23	27	23	45	43	48	8	3	7
Non-Economically Disadvantaged	130	440	43852	98	96	99	550	542	559	12	11	10	16	20	13	52	58	56	20	12	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	234	1199	79045	99	98	98	513	506	512	10	10	10	25	27	25	57	58	58	8	5	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	110	591	38860	100	99	98	519	514	519	7	7	7	19	23	22	67	66	62	6	4	8
Male	124	606	40075	98	96	97	508	498	505	12	14	12	30	32	28	48	50	54	10	5	6
African American	NC	41	4250	NC	98	98	NC	506	500	NC	10	12	NC	24	31	NC	61	54	NC	5	3
Hispanic	121	782	31314	99	98	98	490	494	493	15	13	16	35	33	34	48	51	48	2	2	2
Asian/Pacific Islander	NC	12	1949	NC	86	99	NC	539	536	NC	NA	4	NC	17	15	NC	75	66	NC	8	15
American Indian/Alaskan Native	NC	11	4719	NC	100	96	NC	522	489	NC	NA	15	NC	18	39	NC	82	45	NC	NA	2
White	99	353	36730	99	98	98	537	530	532	4	4	4	15	16	16	66	70	68	15	10	12
Students with Disabilities	25	136	8552	96	93	87	469	464	463	40	38	35	24	36	40	36	26	23	NA	NA	1
Students without Disabilities	209	1063	70493	99	99	100	518	511	517	6	7	7	25	26	24	60	62	62	9	5	8
Limited English Proficient Students	43	279	9355	98	97	95	462	462	456	28	30	37	58	50	48	14	20	15	NA	NA	0
Migrant Students	32	137	682	97	97	96	484	480	480	19	25	23	41	36	37	41	37	39	NA	1	1
Economically Disadvantaged	103	751	34922	98	98	96	497	495	493	16	13	15	28	32	34	54	53	48	2	2	3
Non-Economically Disadvantaged	131	448	44123	99	98	99	526	524	527	5	5	6	22	20	18	60	66	66	13	9	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	238	1216	79657	100	99	99	578	570	566	1	3	3	7	6	8	92	90	87	0	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	111	595	39120	100	99	99	589	588	580	1	1	2	4	3	4	95	95	92	1	1	2
Male	127	619	40423	100	99	98	569	554	553	2	5	5	9	9	12	89	86	83	NA	NA	1
African American	NC	42	4290	NC	100	99	NC	576	560	NC	2	4	NC	10	9	NC	88	86	NC	NA	1
Hispanic	123	794	31642	100	99	99	564	565	552	2	4	5	11	7	11	87	89	84	NA	1	0
Asian/Pacific Islander	NC	12	1948	NC	86	99	NC	595	589	NC	NA	1	NC	NA	3	NC	100	91	NC	NA	4
American Indian/Alaskan Native	NC	11	4760	NC	100	97	NC	587	547	NC	NA	5	NC	NA	14	NC	100	81	NC	NA	0
White	100	357	36929	100	99	99	592	582	579	NA	1	2	3	5	5	96	93	91	1	1	2
Students with Disabilities	26	144	9069	100	98	92	514	508	508	4	10	11	35	28	30	62	62	58	NA	NA	1
Students without Disabilities	212	1072	70588	100	99	100	586	579	573	1	2	2	3	3	5	95	94	91	0	1	1
Limited English Proficient Students	44	285	9521	100	99	96	528	530	507	7	9	13	18	13	24	75	78	63	NA	NA	0
Migrant Students	33	141	694	100	100	98	552	548	546	6	7	5	6	11	12	88	81	82	NA	1	1
Economically Disadvantaged	105	762	35341	100	99	97	565	564	551	3	4	5	10	7	12	88	88	83	NA	0	0
Non-Economically Disadvantaged	133	454	44316	100	100	100	589	582	578	NA	2	2	5	4	5	95	94	90	1	1	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	400	1179	78400	97	98	97	534	530	554	30	33	21	24	24	19	42	39	47	5	4	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	199	583	38686	95	98	98	536	531	554	28	32	20	26	25	20	41	40	49	5	3	12
Male	201	596	39636	99	98	96	533	530	554	32	34	23	22	23	18	42	38	46	4	4	13
African American	11	32	4193	100	100	97	559	534	533	27	28	32	9	25	23	64	47	40	NA	NA	5
Hispanic	208	775	30732	96	98	97	521	522	534	38	38	31	27	27	24	33	33	40	2	2	5
Asian/Pacific Islander	NC	14	1827	NC	100	99	NC	565	594	NC	14	8	NC	7	12	NC	71	49	NC	7	31
American Indian/Alaskan Native	NC	NC	4536	NC	NC	95	NC	NC	528	NC	NC	35	NC	NC	25	NC	NC	37	NC	NC	4
White	170	350	37038	98	99	97	548	546	575	21	23	11	22	19	14	49	51	56	8	7	19
Students with Disabilities	44	121	7840	96	86	81	498	488	498	70	74	60	5	10	18	25	15	20	NA	1	2
Students without Disabilities	356	1058	70560	97	100	99	539	535	560	25	29	17	26	26	19	44	42	50	5	4	14
Limited English Proficient Students	55	234	8956	95	96	95	492	494	502	65	63	56	25	26	25	9	10	18	NA	0	1
Migrant Students	41	123	676	91	95	95	515	517	523	46	44	38	24	24	25	29	31	36	NA	1	1
Economically Disadvantaged	177	725	33014	94	96	95	522	522	534	37	39	31	27	25	24	34	33	40	2	2	5
Non-Economically Disadvantaged	223	454	45386	100	100	99	544	544	569	25	24	15	21	22	15	48	48	52	6	6	18

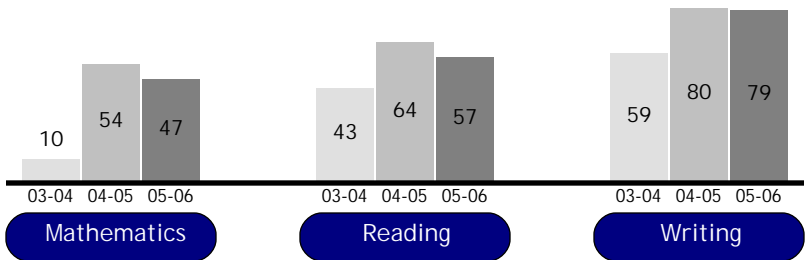
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	401	1189	79179	97	99	98	510	505	519	10	13	11	33	35	27	55	50	58	2	2	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	200	588	38974	96	99	99	513	509	524	9	10	8	33	34	25	55	53	61	4	3	5
Male	201	601	40124	99	99	97	507	502	513	12	15	13	33	35	28	54	48	54	1	1	4
African American	11	32	4243	100	100	98	530	505	506	NA	6	14	36	38	32	55	53	51	9	3	3
Hispanic	208	781	30987	96	98	98	497	496	498	14	16	17	39	39	36	46	44	45	0	1	1
Asian/Pacific Islander	NC	14	1832	NC	100	99	NC	531	543	NC	7	4	NC	14	17	NC	79	69	NC	NA	10
American Indian/Alaskan Native	NC	NC	4573	NC	NC	96	NC	NC	494	NC	NC	16	NC	NC	41	NC	NC	42	NC	NC	1
White	171	354	37467	99	100	98	524	525	539	6	7	5	26	27	17	64	62	70	4	5	8
Students with Disabilities	44	131	8567	96	94	88	473	460	467	34	47	39	43	34	38	23	18	22	NA	1	1
Students without Disabilities	357	1058	70612	98	100	99	514	511	524	7	9	7	32	35	25	59	54	62	3	2	5
Limited English Proficient Students	55	239	9013	95	98	95	463	461	461	36	37	40	55	52	48	9	11	12	NA	NA	0
Migrant Students	41	125	680	91	97	96	484	485	487	20	20	20	49	44	43	32	35	36	NA	1	1
Economically Disadvantaged	177	732	33345	94	97	96	497	496	499	15	16	17	40	39	36	45	45	46	NA	1	1
Non-Economically Disadvantaged	224	457	45834	100	100	99	520	520	533	7	9	7	27	28	19	62	59	67	4	4	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	407	1204	79734	99	100	99	553	549	554	3	3	3	18	20	19	79	76	78	0	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	208	599	39243	100	100	99	562	559	568	2	3	2	13	13	12	85	84	85	0	0	1
Male	199	605	40413	98	100	98	545	538	541	3	4	4	24	27	26	73	69	70	NA	0	0
African American	10	31	4285	91	97	99	NA	557	548	NA	NA	3	NA	23	22	NA	77	74	NA	NA	0
Hispanic	214	795	31254	99	100	99	547	543	539	4	4	5	21	22	25	76	74	70	NA	NA	0
Asian/Pacific Islander	NC	14	1837	NC	100	99	NC	565	579	NC	NA	1	NC	7	9	NC	93	87	NC	NA	2
American Indian/Alaskan Native	NC	NC	4613	NC	NC	97	NC	NC	535	NC	NC	4	NC	NC	29	NC	NC	67	NC	NC	0
White	172	356	37668	99	100	99	561	560	569	2	2	1	16	16	13	81	82	85	1	1	1
Students with Disabilities	44	137	8943	96	98	92	493	497	495	14	11	11	52	52	51	34	36	38	NA	1	1
Students without Disabilities	363	1067	70791	99	100	100	561	555	561	1	2	2	14	16	15	84	82	83	0	0	0
Limited English Proficient Students	56	244	9138	97	100	97	501	501	492	13	11	13	39	41	46	48	49	40	NA	NA	NA
Migrant Students	43	127	687	96	98	97	526	528	528	7	4	6	33	35	28	60	61	65	NA	NA	NA
Economically Disadvantaged	183	746	33718	97	99	97	547	544	538	3	4	5	22	22	26	75	75	69	NA	NA	0
Non-Economically Disadvantaged	224	458	46016	100	100	100	559	557	567	2	3	2	15	17	14	82	79	84	0	0	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	94	55	NA	56	99	49	47	51	100	50	48	56
	Language	95	44	42	48	99	45	42	47	100	43	39	50
	Mathematics	95	61	61	66	99	46	44	52	100	46	43	58
7	Reading	98	50	NA	54	99	50	46	50	100	52	48	54
	Language	99	60	55	58	99	54	49	52	100	54	50	58
	Mathematics	100	53	48	62	99	48	44	50	100	50	43	54
8	Reading	97	53	NA	55	99	50	47	51	100	50	48	58
	Language	96	43	39	52	99	51	47	50	100	50	48	56
	Mathematics	97	45	45	61	99	47	45	53	100	43	41	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Castle Dome Middle School

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 6 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Advisory Council to the Building Leaders
- Ü Facilities
- Ü Curriculum
- Ü Student Life
- Ü Building Policies and Procedures

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	46.00
Other Professional Staff	4.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	19	2	0	0
4 to 6 years	3	2	0	0
7 to 9 years	0	5	0	0
10 or more years	4	17	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	196
Teachers with Emergency Certification.	9
Percent of teachers in the school with Emergency/Provisional Certification	22%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Media Studio
- Ü Computer Lab
- Ü Each Class Connected to the Internet
- Ü Library with internet lab

Extracurricular Activities

- Ü Homeroom emphasis Reading, L.A., & Math
- Ü Chorus
- Ü Interscholastic Athletic Program
- Ü Concert Band
- Ü Student Government
- Ü Orchestra
- Ü Odyssey of the Mind
- Ü Academic Pentathlon

Social Services

- Ü Volunteer Dental Services
- Ü Schoolwide reading--SRI
- Ü Migrant Services
- Ü EI support with District Wide Training
- Ü Counseling support and referral

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü YCMEA Instrumental Festival: Concert Band 'Superior';
- ü Sent an Odyssey of the Mind team to the regional (1st)and state (4th)
- ü 1st place Yuma CountyAcademic Pentathalon for 2nd year in a row, Yuma County Science Fair Projects: 6th grade: three 1st, 7-8th grade: six 1st, four 2nd, three 3rd.
- ü Pecan Grove Garden Club Poetry contest: 1st

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	92	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Castle Dome Middle School utilizes all resources available to promote a safe school environment. A School Resource Officer is housed on campus. Incidents above were handled by SRO and administration. All teachers are providing supervision of students.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

13

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Harriet E. Williams	(928) 341-1600
Transportation Policy		(928) 341-9076
Community Resources	Kay Baer	(928) 341-1600
School Nutrition Programs	Karen Johnson	(928) 343-0800
Parent Organization	Leigh Ann Hannan	(928) 341-1600
Student Health/Nurse	Julie August	(928) 341-1600

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.